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acterisation of happiness, and a negative discussion of its intrinsic ethical value, we proceed to the question whether the pursuit of happiness, for oneself or for others, has ethical value. The outcome is again negative: "we never find happiness as a feature of any one of the concrete ideals which men set up for their reverence." In general, the end of action and the object of desire, in conduct which has an ethical value, are always distinct; the end of action is something which, in itself, is neither desirable nor undesirable; and the more completely the distinction is carried out, the higher is the value of the action.

Zur Lehre vom Gemüt. Von J. REHMKE. Zweite, durchgearbeitete Auflage. Leipzig, Dürr'sche Buchhandlung. 1911. pp. viii., 115. Price Mk. 3.00.

Professor Rehmke here outlines his systematic psychology of Feeling. Freed from the technicalities of his *Lehrbuch*, the doctrine is substantially as follows: Feeling is subjective (*zuständlich*) as opposed to presentation which is objective (*gegenständlich*), though it never appears without objective accompaniment. It is determined by the whole group of presentations, clear or obscure, that constitute the objectivity of a particular consciousness; its mode, as pleasant or unpleasant, depends upon the standard (*massgebend*) presentation, *i. e.*, upon the presentation which occupies the focus of attention; its intensity depends upon the 'affective values' of all coexistent presentations. Since it is correlated with the totality of given presentations, it cannot appear as 'mixed'; neither has it a variety of qualities, within pleasantness and unpleasantness; and though every presentation has 'affective value,' this is by no means to be confused with the doctrine of an attributive 'affective tone.' What is known as the 'coloring and shading' of feeling is a matter, not of feeling itself, but of concomitant presentation, of 'somatic sensation.' The James-Lange theory is right in its insistence that certain bodily changes are among the conditions of feeling; but it is wrong in identifying the sensations connected with these changes and the sensations connected with the 'expression' of feeling; the 'expression' results from the feeling; and the two groups of somatic sensation, concomitant and successive, must be sharply distinguished. Mood is an affective complex whose 'standard' presentation is somatic sensation. Emotion is an affective complex whose subjective side is always intensive pleasantness or unpleasantness, and whose 'concomitant' somatic sensations are also highly intensive; its 'standard' presentation is never somatic sensation. *Gemüt* is either a collective term for feelings and moods, or is the particular conscious (or psychophysical) condition of the *Gemütszustand* (feeling, mood, etc.)

The Universities of Ancient Greece. By J. W. H. WALDEN. New York, C. Scribner's Sons, 1909. pp. xiv., 367.

The period treated in this interesting little book is the first five centuries of the Christian era; so that Greece includes, besides the Balkan peninsula and the islands of the Aegean and eastern Mediterranean, Egypt and the adjoining parts of Libya, Asia Minor with Syria, Palestine and Arabia Petraea, Thrace, and Macedonia. In order to give historical perspective, a short account has been prefixed (under the headings Education at Athens in the fifth and fourth centuries B. C., The Macedonian period, Education and the State) of the Athenian education in pre-Alexandrian times, and of the conditions

which prevailed in Grecian lands in the last three centuries B. C. The body of the work sets forth the establishment, history and decline of university education, and the appointment, number, pay and social position of professors; discusses the subject-matter and methods of sophistic teaching; traces the career of a student, in boyhood, at the university, and during the years of struggle for a professional appointment; and informs us regarding public displays, schoolhouses, holidays, etc. The ideal of education in these centuries, as formulated by the emperor Julian, and endorsed by teachers like Libanius and Themistius, "received its embodiment in the man who had been trained, morally, intellectually, and aesthetically, to use his powers in the interest of the State. Such a man was the orator. The orator was not the man of fluent tongue and graceful speech solely; nor was he the man of scientific attainments or technical knowledge; he was the man of broad learning and general culture, trained to see the distinctions of right and wrong, and to act with reference to them in the service of his native city."

The book is written in an agreeable style; and though the intending reader may be disposed to cavil at the technical word 'universities,' he soon learns that the writer has reason for its employment, and that the exposition rests upon a solid basis of scholarship.

Die geistige Ermüdung: eine zusammenfassende Darstellung des Wesens der geistigen Ermüdung, der Methoden der Ermüdungsmessung und ihrer Ergebnisse, speciell für den Unterricht. Von M. OFFNER. Berlin, Reuther & Reichard, 1910. pp. vi., 88.

Mental Fatigue: a comprehensive exposition of the nature of mental fatigue, of the methods of its measurement and of their results, with special reference to the problems of instruction. By M. OFFNER. Translated by G. M. WHIPPLE. Baltimore, Warwick & York, 1911. pp. viii., 133. 'Educational Psychology Monographs.'

Das Gedächtniss: die Ergebnisse der experimentellen Psychologie und ihre Anwendung in Unterricht und Erziehung. Von M. OFFNER. Zweite, vermehrte Auflage. Berlin, Reuther & Reichard, 1911. pp. xi., 258.

"This translation," says Professor Whipple in his Preface, "has been undertaken because the monograph collates, systematizes, and appraises a mass of scattered and to most readers inaccessible material that bears upon a schoolroom question of unquestioned importance." The sentence sums up the character of Dr. Offner's work upon mental fatigue, and gives the reason for the warm welcome that it has received in Germany and for the undertaking of a translation into English. We may add that the author has made alterations and additions which practically constitute the American book a second edition, and that the translator has extended the bibliography of the original, and also added an appendix on the terminology of the German school system.

The first edition of the *Gedächtniss* was reviewed in this JOURNAL, xx., 457. The fact that a second edition is called for within two years of the date of publication speaks for itself. The author has simplified his exposition wherever possible, has defined more sharply and insistently his attitude to psychology, and has brought the book down to date both on the side of theoretical and on that of applied psychology.